The Evaluation of the Wisconsin Educator Effectiveness System

2014-2015 Teacher Survey Results

Wisconsin

12.3.2015
Background

Since 2012, SREed has been leading an independent, formative evaluation of the state of Wisconsin’s Educator Effectiveness System. During this time, we have been working with the Wisconsin Department of Public Instruction and districts across Wisconsin to provide them with formative feedback about their efforts to implement the Educator Effectiveness (EE) process. Our evaluation monitors and documents implementation at the local and state level. We then work with stakeholders to improve the system by exploring ways to address the concerns of educators and by identifying innovative practices.

This report summarizes the results of a survey sent to all Wisconsin teachers participating in the 2014-2015 EE process. Surveys were emailed directly to teachers in the spring of 2015. Responses are kept confidential by the University of Wisconsin in Milwaukee. Due to the length of the survey, each teacher was only asked to respond to a random sample of half of the questions.

SREed

SREed is an evaluation center at the University of Wisconsin in Milwaukee’s School of Education that works with a variety of education agencies to provide stakeholders with timely and actionable formative and summative information about a variety of educational programs and policies.

For more information about our evaluation of EE or our other projects or to talk with us about how our work can better inform your efforts, please email us at ee_evaluation@uwm.edu or go to our website at www.uwm.edu/sreed
Wisconsin Teacher Survey Results

Who participated in the survey?

- 27290 surveys were emailed to teachers.
- A total of 10171 surveys were completed, reflecting a 37.3% response rate.
- 5564 supporting year and 4303 summary year teachers responded. 304 teachers were not sure if they were in a supporting or summary year.

Confidence in implementing EE

How confident do you feel working through the steps of the teacher practice rating process using the Framework for Teaching (FfT)?

- Confident: 4835
- Somewhat confident: 2439
- Somewhat not confident: 1370
- Not Confident: 2748

How confident did you feel working through the steps of the Student Learning Objectives (SLO) process this year?

- Confident: 4327
- Somewhat confident: 2748
- Somewhat not confident: 1232
- Not Confident: 4327
Impressions of school/district implementation:

How much do you agree or disagree with each of the following statements:

- I understand what my school is planning to do with the results of the Educator Effectiveness process.
- My school is working to use the results of Educator Effectiveness to support teacher improvement.
- The teachers in my school work together to understand how to learn from the Educator Effectiveness process.
- Our school leadership team works to maintain a consistent evaluation process across educators.
- I am concerned about what my school is going to do with the results of Educator Effectiveness.
- Teachers in our school trust school administrators to carry out fair evaluations.
- Our school links the educator effectiveness process to important school improvement priorities.
- Our school leadership team works to maintain a consistent evaluation process across educators.
Impressions of time, resources, and support:

How much do you agree or disagree with each of the following statements:

- I had enough resources to receive an accurate evaluation of my professional practice.
- I had enough time to complete EE activities.
- I had enough time to receive an accurate evaluation of my professional practice.
- The teachers in my school support each other through the EE process.
- I had enough support from my evaluator to receive an accurate evaluation of my professional practice.
- I had enough time to complete the SLO process.
- I have enough resources to complete the SLO process.
Teacher evaluations of the evaluator:

How much do you agree or disagree with each of the following statements:

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My evaluator understands the challenges I face teaching my classes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My evaluator is qualified to evaluate my teaching.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I trust my evaluator to provide me fair feedback on my teaching.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I received specific feedback from my evaluator.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The feedback that I received from my evaluator helped me understand how to improve my teaching.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I received timely feedback from my evaluator.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The end-of cycle summary conference was useful in explaining my overall evaluation.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teacher impressions of the usefulness of EE for informing practice:

How much do you agree or disagree with each of the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Educator Effectiveness process will help me improve as a teacher.</td>
<td>3074</td>
<td>1860</td>
<td>1925</td>
<td>438</td>
</tr>
<tr>
<td>I focused my professional development on activities to help me meet my goals within the Danielson FfT.</td>
<td>3119</td>
<td>1397</td>
<td>1517</td>
<td>2118</td>
</tr>
<tr>
<td>The Educator Effectiveness process provides me with useful opportunities to reflect on my teaching practice.</td>
<td>2542</td>
<td>1865</td>
<td>748</td>
<td>1168</td>
</tr>
<tr>
<td>I know what I need to do in order to improve my professional practice according to the Danielson FfT.</td>
<td>3247</td>
<td>1136</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Educator Effectiveness process has improved my instruction.</td>
<td>3292</td>
<td>2045</td>
<td>1676</td>
<td>334</td>
</tr>
<tr>
<td>The Educator Effectiveness process has improved my planning and preparation.</td>
<td>3466</td>
<td>2043</td>
<td>1437</td>
<td>332</td>
</tr>
<tr>
<td>The Educator Effectiveness process has improved my professional responsibilities.</td>
<td>3518</td>
<td>2098</td>
<td>1332</td>
<td>305</td>
</tr>
<tr>
<td>The Educator Effectiveness process has improved my classroom environment.</td>
<td>3738</td>
<td>2102</td>
<td>1199</td>
<td>256</td>
</tr>
</tbody>
</table>
The Educator Effectiveness process provides me the tools to improve my practice.

SLOs will improve student learning outcomes.

SLOs will improve my practice.

Monitoring my Educator Effectiveness Plan (professional practice goals and SLOs) helps me improve my practice.
### Understanding of the Framework for Teaching:

How much do you agree or disagree with each of the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Danielson FFT adequately articulates the performance levels for each knowledge and skills area.</td>
<td>1059</td>
<td>1589</td>
<td>3128</td>
<td>1254</td>
</tr>
<tr>
<td>The Danielson FFT measures the most important aspects of being an effective teacher.</td>
<td>1382</td>
<td>1761</td>
<td>3008</td>
<td>925</td>
</tr>
<tr>
<td>My evaluator understands the teacher ratings process.</td>
<td>433</td>
<td>842</td>
<td>2974</td>
<td>2655</td>
</tr>
<tr>
<td>The rating of professional practice using the Danielson FFT is a fair method for partially determining the effectiveness of teachers.</td>
<td>1745</td>
<td>2002</td>
<td>2641</td>
<td>653</td>
</tr>
<tr>
<td>My evaluator understands how to rate the Danielson FFT components.</td>
<td>455</td>
<td>870</td>
<td>2984</td>
<td>2516</td>
</tr>
<tr>
<td>I have a good understanding of Danielson FFT.</td>
<td>628</td>
<td>1287</td>
<td>3466</td>
<td>1674</td>
</tr>
<tr>
<td>My evaluator understands the Danielson FFT.</td>
<td>301</td>
<td>629</td>
<td>2942</td>
<td>3077</td>
</tr>
<tr>
<td>I understand how to develop rigorous SLOs.</td>
<td>501</td>
<td>1213</td>
<td>3303</td>
<td>2053</td>
</tr>
</tbody>
</table>
Disagree | Somewhat Disagree | Somewhat Agree | Agree
---|---|---|---
I understand the SLO process.

Disagree | Somewhat Disagree | Somewhat Agree | Agree
---|---|---|---
My evaluator understands the SLO process.

Disagree | Somewhat Disagree | Somewhat Agree | Agree
---|---|---|---
My evaluator understands how to score SLOs.

Disagree | Somewhat Disagree | Somewhat Agree | Agree
---|---|---|---
I understand how the Effectiveness Coaches support teachers in the Educator Effectiveness process.
Teacher trust in their principal\(^1\):

How much do you agree or disagree with each of the following statements:

\(^1\) These questions were borrowed from the 5Essentials school climate survey used by the Chicago Consortium of School Research.
My principal makes clear to the staff his or her expectations for meeting instructional goals.

My principal understands how children learn.

My principal sets high standards for student learning.

My principal communicates a clear vision for our school.